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ABSTRACT

This survey examined the costs, benefits, and financing of all part time undergraduate students at all Ontario universities. The questionnaire was designed to provide the minimum data required for benefit/cost analyses and for an examination of the students' means for financing their education. Since definitions of student categories and the organization and financing of part time studies varied from one university to another, categories which provided comparability of answers on a province-wide basis were used. The 10-page questionnaire contained 32 items which were predominantly self-coded. The questions centered on personal characteristics, current degree programs, educational attainment, employment and income, and private costs and financing. These topics were commented on by the respondents. The questionnaire itself was included as the appendix to the survey. (BRB)

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FULL-TIME TEACHERS AS PART-TIME STUDENTS

A Report on Teachers Enrolled in Part-Time Degree Programs in Ontario Universities

by

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Published by the Ontario Teachers' Federation
1972

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ACKNOWLEDGEMENTS

I am pleased to acknowledge the generous assistance of the Ontario Teachers' Federation in publishing this report on teachers enrolled as part-time students at Ontario universities. Since teachers constitute such a large part of the part-time student enrolment, and because so many respondents expressed interest in seeing the survey results, it is indeed appropriate that the Ontario Teachers' Federation should make this part of the survey more readily available to its members.

In addition to publishing this report, the Federation has also provided the assistance of Howard Fluxgold to compile the tables. Several other staff members have recorded respondents' comments and prepared the manuscript for publication.

A number of other organizations have assisted in the survey from which this report is drawn. The Canada Council both generously financed this study and co-operated fully at each stage to assure that the study would proceed on schedule. The research program on the Study of Efficient Allocation of Resources in Higher Education, financed by the Ford Foundation, allowed me the time to initiate this study and the Department of Political Economy made it possible to spend the necessary time supervising the later stages of the study. The questionnaire and sample design were partly financed by the Commission on Post-Secondary Education in Ontario.

The Survey Research Centre at York University administered and processed the survey questionnaire promptly, competently, and with a superb measure of good humour.

The encouragement and advice of the directors of extension at Ontario universities, as well as their assistance in providing registration lists, were invaluable to the design and completion of the survey.

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I. OUTLINE OF THE SURVEY

Questionnaire

This report is one part of a larger study designed to examine the costs, benefits, and financing of part-time university education in Ontario. A previous report[1] presented the questionnaire responses for the total group; a subsequent report will present the results of benefit/cost analyses of part-time undergraduate degree study and the financing of such programs. Since data on the personal characteristics of the students, their education costs, and their future career expectations were not available, a questionnaire survey was necessary to compile the data required for the benefit/cost analyses.

Although questionnaire surveys have been administered at individual universities, this was the first survey to encompass all part-time undergraduate degree students at all Ontario universities. Definitions of student categories, and the organization and financing of part-time studies, vary from one Ontario university to another. An effort was made in designing the questionnaire to use categories and questions which would provide comparability of answers on a province-wide basis.

The questionnaire was designed to provide the minimum data required for the benefit/cost analyses and for an examination of the students' means for financing their education costs. More questions could have added useful data, but the questionnaire was restricted in length in the expectation of a higher response rate. The 10-page questionnaire included 32 items, most of which were self-coded. It was translated into French, and both English and French versions were sent to students at the University of Ottawa and Laurentian University. A copy of the questionnaire is included as an appendix to this report.

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1 David A. A. Stager, Who Are The Part-Time Students? A Report on a Survey of Part-Time Bachelor Degree Students in Ontario Universities (Technical Paper No. 8) (Toronto, Institute for Policy Analysis, University of Toronto, 1972).

The Population and the Sample

The population of the survey was made up of students defined as part-time students by their universities, who were presently enrolled in one or more courses creditable for a bachelor degree. Correspondence students were excluded.

As 1,600 completed questionnaires were desired for each session (winter 1970/71 and summer 1971), and the expected response rate was 65 per cent, the questionnaire was to be sent to 2,400 selected students in each session. The sample was drawn from alphabetical lists of registered students in each session: every seventeenth name was selected in the winter session, and every thirteenth name in the summer session. The sample size was increased in the summer session because the expected response rate was revised downward when registration lists could not be provided as anticipated for a mid-July mailing.

Administration of the Questionnaire

The Survey Research Centre at York University administered the questionnaires, which were mailed to the winter session students in mid-February, 1971, to the summer evening students in late June, and to the summer day students in late July and early August. Data concerning the sample and returns are shown in Table A.

TABLE A Questionnaire Survey Data (*Preliminary estimate)

	Winter	Summer	Total
Total Enrolment*	45,864	42,986	88,850
Selected Students	2,430	3,609	6,039
% Sampled	5.2	8.4	6.9
Completed Questionnaires	1,609	2,014	3,623
% Completed	67	56	60
Incomplete or Other Return	247	566	813
Overall Response Rate (%)	76	71	73
No Return	584	1,029	1,613
% No Return	24	29	27

Questionnaire Responses From Teachers

The frequency distributions presented in each of the following tables are based on the questionnaire responses of persons describing themselves as full-time teachers. These were identified from the responses to question 20 concerning current full-time occupation. In order to reduce the size of the report and to make the results more easily comprehensible, the elementary and junior high school teachers were grouped, as were the high school and college teachers. For convenience, these two groups are referred to in the following discussion simply as elementary teachers and secondary teachers. (See Table 20 for the composition of these two groups.) Only a few comments are made about the tables, and the reader is encouraged to examine the tables directly. The teacher respondents as percentages of the total respondents are shown in Table B.

The mean values have been calculated for several questions. Where responses were related to ranges rather than specific values, the mid point was used for the calculation. For open-ended categories, a value was estimated by extrapolation from the other categories.

TABLE B Teachers and Other Respondents

	Winter		Summer	
	No.	%	No.	%
Total teachers	717	44	1,009	50
Others employed full-time	607	38	488	24
Not currently employed full-time	269	17	486	24
No answer	16	1	31	2
Total	1,609	100	2,014	100

II. RESPONSE DISTRIBUTIONS

Personal Characteristics

Sex. Among the elementary teachers of the survey population, females outnumber males by a ratio of approximately 3 to 2, but male secondary teachers outnumber females – by a similar ratio in the winter and by 2 to 1 in the summer.

TABLE 1 Distribution by Sex

Sex	Elementary and Junior High				High School and Others			
	Winter		Summer		Winter		Summer	
	No.	%	No.	%	No.	%	No.	%
Male	229	42.9	318	41.3	112	61.5	160	66.9
Female	305	57.1	452	58.7	70	38.5	79	33.1
No Answer	1	0.2	0	0.0	0	0.0	0	0.0
Total	535	100.0	770	100.0	182	100.0	239	100.0

Marital Status. About three-fifths of the elementary teachers are married (with spouse present), compared to just over three-quarters of the secondary teachers. This difference is probably explained mainly the higher ages of the secondary teachers, as shown in Table 4. There is very little difference in the percentage of married students attending in the winter and in the summer sessions.

TABLE 2 Distribution by Marital Status

Marital Status	Elementary and Junior High				High School and Other			
	Winter		Summer		Winter		Summer	
	No.	%	No.	%	No.	%	No.	%
Single	183	34.3	265	34.5	31	17.0	48	20.1
Married (spouse present)	334	62.5	468	60.9	139	76.4	180	75.3
Other	17	3.2	36	4.7	12	6.6	11	4.6
No Answer	1	0.2	1	0.1	0	0.0	0	0.0
Total	535	100.0	770	100.0	182	100.0	239	100.0

Number of Children. The frequency distribution by number of children was based on persons who are or have been married. The mean number of children for elementary teachers in the winter session is 1.4, and for the summer session it is 1.3; for secondary teachers in the winter session it is 2.0, and in the summer session it is 1.8. About 44 per cent of the married elementary teachers do not have children; the comparable figure for secondary teachers is 22 per cent.

TABLE 3 Distribution by Number of Children (*Single persons were excluded to avoid unduly biasing the percentage distribution)

No. of Children	Elementary and Junior High				High School and Other			
	Winter		Summer		Winter		Summer	
	No.	%	No.	%	No.	%	No.	%
None	146	42.2	225	45.1	33	22.1	43	22.9
One	62	17.9	77	15.4	31	20.8	44	23.4
Two	65	18.8	104	20.8	37	24.8	48	25.5
Three	42	12.1	54	10.8	26	17.4	27	14.4
Four or more	31	9.0	39	7.8	22	14.8	26	13.8
Sub-total	346	100.0	499	100.0	149	100.0	188	100.0
No Answer	7		8		2		2	
Inappropriate*	182		263		31		49	
Total	535		770		182		239	

Age. The age distribution of elementary teachers in the summer and winter sessions are remarkably similar and the mean ages for these groups are the same: 29.0 years. The summer-session secondary teachers, however, are somewhat younger than their winter-session counterparts, with mean ages of 33.1 and 36.0 respectively. Almost two-thirds of the elementary teachers are under 30 years old, while only 30 per cent of the secondary teachers in the winter session and 43 per cent in the summer session are below this age.

TABLE 4 Distribution by Age

	Elementary and Junior High				High School and Other			
	Winter		Summer		Winter		Summer	
Age	No.	%	No.	%	No.	%	No.	%
16 to 20	10	1.9	25	3.3	0	0.0	1	0.4
21	30	5.7	55	7.2	0	0.0	1	0.4
22	31	5.9	49	6.4	0	0.0	2	0.8
23	43	8.2	62	8.1	3	1.7	7	3.0
24	52	10.0	76	9.9	1	0.6	15	6.3
25 to 29	167	32.0	219	28.7	50	28.2	76	32.1
30 to 39	135	25.9	199	26.0	63	35.6	83	35.0
40 to 49	40	7.7	56	7.3	43	24.3	42	17.7
50 or over	14	2.7	23	3.0	17	9.6	10	4.2
Sub-total	522	100.0	764	99.9	177	100.0	237	99.9
No Answer	13		6		5		2	
Total	535		770		182		239	

Number of Years Since Settling in Canada. Eighty per cent of the teachers enrolled in part-time study were born in Canada. Of the rest, close to 50 per cent have been here for more than 15 years.

TABLE 5 Distribution by Years in Canada

Years in Canada	Elementary and Junior High				High School and Other			
	Winter		Summer		Winter		Summer	
	No.	%	No.	%	No.	%	No.	%
One or less	4	4.0	3	2.3	2	4.8	1	2.4
2 - 5	23	23.0	28	21.1	6	14.3	7	17.1
6 - 15	31	31.0	38	28.6	17	40.5	11	26.8
16 or more	42	42.0	64	48.1	17	40.5	22	53.7
Sub-total	100	100.0	133	100.1	42	100.1	41	100.0
Born in Canada	431	80.6	631	81.9	140	76.9	197	82.4
No Answer	4	0.7	6	0.8	0	0.0	1	0.4
Total	535	100.0	770	100.0	182	100.0	239	100.0

Current Degree Program

Where Enrolled. The summer and winter distribution of part-time students by university tends to be fairly similar, except for a few cases. For elementary teachers, the summer share is somewhat larger than the winter share of the provincial enrolment in the case of Carleton and Western; this is partly reflected by the lower share at Toronto. In the case of secondary teachers, the increased summer share is at Queen's as well as at Carleton and Western, but the decreased share is at McMaster and Waterloo Lutheran as well as at Toronto.

TABLE 6 Distribution by University Enrolment

	Elementary and Junior High				High School and Other			
	Winter		Summer		Winter		Summer	
University	No.	%	No.	%	No.	%	No.	%
Brock	23	4.3	36	4.7	3	1.6	2	0.8
Carleton	34	6.4	80	10.4	8	4.4	19	8.0
Guelph	1	0.2	1	0.1	0	0.0	0	0.0
Lakehead	13	2.4	35	4.6	5	2.7	3	1.3
Laurentian	39	7.3	25	3.3	9	4.9	14	5.9
McMaster	38	7.1	49	6.4	20	11.0	15	6.3
Ottawa	53	9.9	68	8.9	19	10.4	29	12.2
Queen's	13	2.4	44	5.7	4	2.2	19	8.0
Toronto	89	16.6	79	10.3	30	16.5	35	14.7
Trent	7	1.3	20	2.6	2	1.1	6	2.5
Waterloo	5	0.9	13	1.7	4	2.2	5	2.1
Waterloo Lutheran	71	13.3	88	11.5	21	11.5	17	7.1
Western	56	10.5	110	14.3	20	11.0	35	14.7
Windsor	34	6.4	39	5.1	8	4.4	8	3.4
York (Atkinson)	59	11.0	80	10.4	29	15.9	31	13.0
No Answer	0	0.0	3	0.4	0	0.0	1	0.4
Total	535	100.0	770	100.0	182	100.0	239	100.0

Degree Program. Students were asked to identify the degree program in which they were enrolled, but an answer to this question did not necessarily imply that they intended to complete the degree requirements. This latter intention is reflected best in Table 14. Again, there is a remarkable similarity in the distribution by degree program for elementary teachers in the summer and winter sessions, with almost 90 per cent of them in a general B. A. program.

Since most high school teachers have a degree, it is not surprising that a substantial number answered "other" for this question. However, a larger percentage might have been expected to be completing the "honours" portion of a B. A.

TABLE 7 Distribution by Degree Program

Degree Program	Elementary and Junior High				High School and Other			
	Winter		Summer		Winter		Summer	
	No.	%	No.	%	No.	%	No.	%
B. A. (General)	474	89.1	670	87.5	116	63.7	110	46.2
B. A. (Hons. or Spec.)	33	6.2	46	6.0	24	13.2	46	19.3
B. A. (Bus. Admin.)	0	0.0	2	0.3	1	0.5	0	0.0
B. A. Sc.	0	0.0	4	0.5	1	0.5	1	0.4
B. Sc. (General)	2	0.4	6	0.8	1	0.5	3	1.3
B. Sc. (Hons. or Spec.)	0	0.0	3	0.4	2	1.1	3	1.3
B. Sc. (Nursing)	0	0.0	0	0.0	0	0.0	1	0.4
Other	23	4.3	35	4.6	37	20.3	74	31.1
Sub-total	532	100.0	766	100.1	182	99.8	238	100.0
No Answer	3		4		0		1	
Total	535		770		182		239	

Registration Category. In order to isolate students who were not intending to complete the degree requirements, or who were not normally part-time students, respondents were asked to identify the category which best described their registration status in the current session. Another, more reliable, check on their completion intentions appears in Table 14. Responses to that question indicate that the "non-completers" are understated in this present question. The definition of "special student" varies among the universities and thus cannot be given a specific interpretation in Table 8 except as indicated in parentheses. Since this report includes only persons who are employed as full-time teachers, it is difficult to give an interpretation to the few cases reporting themselves as full-time students.

TABLE 8 Distribution by Registration Category (*Not receiving a degree from university where currently enrolled)

Category	Elementary and Junior High				High School and Other			
	Winter		Summer		Winter		Summer	
	No.	%	No.	%	No.	%	No.	%
Summer evening	0	0.0	162	21.1	0	0.0	50	20.9
Summer day	0	0.0	443	57.7	0	0.0	94	39.3
Summer day & evening	0	0.0	122	15.9	0	0.0	30	12.6
Winter extension degree	499	93.4	1	0.1	141	77.5	0	0.0
Full-time, regular degree	0	0.0	11	1.4	0	0.0	3	1.3
Special student*	20	3.7	14	1.8	23	12.6	28	11.7
Not working to a degree	12	2.2	10	1.3	16	8.8	34	14.2
Other	3	0.6	5	0.7	2	1.1	0	0.0
No Answer	1	0.2	2	0.3	0	0.0	0	0.0
Total	535	100.0	770	100.0	182	100.0	239	100.0

Course Load. The number of full courses in which students were enrolled in the current session was converted to numbers of half-courses to provide a more accurate estimate of the course load. The percentage of students taking two full courses is substantially higher in the summer session, and is higher in both winter and summer sessions for the elementary teachers. The mean course-loads are as follows: elementary teachers: winter session, 1.3; summer session, 1.6; secondary teachers: winter session, 1.3; summer session, 1.5.

TABLE 9 Distribution by Half-course Equivalent Load (*Persons who had registered but were no longer enrolled in a course at the time of the survey)

Half-course Load	Elementary and Junior High				High School and Other			
	Winter		Summer		Winter		Summer	
	No.	%	No.	%	No.	%	No.	%
None*	0	0.0	0	0.0	1	0.6	0	0.0
One	0	0.0	1	0.1	1	0.6	1	0.4
Two	359	67.7	353	46.8	135	74.6	128	54.0
Three	3	0.6	5	0.7	0	0.0	2	0.8
Four	156	29.4	378	50.1	41	22.7	95	40.1
Five	1	0.2	1	0.1	0	0.0	0	0.0
Six	10	1.9	14	1.9	2	1.1	5	2.1
Seven	0	0.0	0	0.0	0	0.0	0	0.0
Eight	1	0.2	2	0.3	1	0.6	5	2.1
Nine	0	0.0	0	0.0	0	0.0	0	0.0
Ten or more	0	0.0	1	0.1	0	0.0	1	0.4
Sub-total	530	100.0	755	100.1	181	100.2	237	99.9
No Answer	5		15		1		2	
Total	535		770		182		239	

Academic Years, or Equivalents, Completed. About 46 per cent of the elementary teachers and 41 per cent of the secondary teachers have completed less than one academic year of their current degree programs. The fairly high percentage who have completed two years, especially among the elementary teachers, reflects a strong persistence in the program, particularly since the percentage answering "None" is inflated by the recent rapid increase in part-time enrolments. The mean numbers of academic years completed are as follows: elementary teachers: winter

session, .8; summer session, .9; secondary teachers: winter session, 1.0; summer session, 1.3.

TABLE 10 Distribution by Academic Years Completed

Academic Years Completed	Elementary and Junior High				High School and Other			
	Winter		Summer		Winter		Summer	
	No.	%	No.	%	No.	%	No.	%
None	249	47.2	338	45.4	74	42.3	80	39.4
One	138	26.2	181	24.3	53	30.3	42	20.7
Two	120	22.8	188	25.3	26	14.9	41	20.2
Three	17	3.2	32	4.3	16	9.1	28	13.8
Four	3	0.6	5	0.7	6	3.4	12	5.9
Five or More	0	0.0	0	0.0	0	0.0	0	0.0
Sub-total	527	100.0	744	100.0	175	100.0	203	100.0
No Answer	8		26		7		36	
Total	535		770		182		239	

Courses Completed. The number of courses completed was also converted to numbers of half-courses. The distribution of responses on this question also reflects a fairly high retention rate. Only approximately 12 per cent of the students in each of the four categories have completed no courses, and therefore have apparently just entered the program. The mean numbers of courses completed are as follows: elementary teachers: winter session, 5.0; summer session, 5.6; secondary teachers: winter session, 5.1; summer session, 5.2.

TABLE 11 Distribution by Number of Courses Completed

Half-Course Equivalent	Elementary and Junior High				High School and Other			
	Winter		Summer		Winter		Summer	
	No.	%	No.	%	No.	%	No.	%
None	63	12.0	88	11.8	23	12.9	27	12.9
One	2	0.4	2	0.3	1	0.6	2	1.0
Two	75	14.3	78	10.5	28	15.7	23	11.0
Three	0	0.0	1	0.1	1	0.6	1	0.5
Four	56	10.7	84	11.3	16	9.0	23	11.0
Five	0	0.0	1	0.1	0	0.0	0	0.0
Six	52	9.9	65	8.7	18	10.1	27	12.9
Seven	0	0.0	1	0.1	2	1.1	0	0.0
Eight	35	6.7	53	7.1	15	8.4	19	9.1
Nine	3	0.6	1	0.1	0	0.0	0	0.0
Ten	43	8.2	47	6.3	11	6.2	15	7.2
11 - 20	85	16.2	143	19.2	32	18.0	34	16.3
21 - 30	100	19.0	151	20.3	19	10.7	28	13.4
31 - 40	10	1.9	26	3.5	8	4.5	8	3.8
over 40	1	0.2	3	0.4	4	2.2	2	1.0
Sub-total	525	100.1	744	99.8	178	100.0	209	100.1
No Answer	10		26		4		30	
Total	535		770		182		239	

Years Spent Full-Time. Part of the degree program has been undertaken on a full-time basis by 11 per cent of the elementary teachers and 19 per cent of the secondary teachers. The large percentage of respondents who did not answer this question probably should be included with those who answered that they have not spent any time as a full-time student.

TABLE 12 Distribution by Number of Years Spent in Full-Time Study

Years Spent Full-Time	Elementary and Junior High				High School and Other			
	Winter		Summer		Winter		Summer	
	No.	%	No.	%	No.	%	No.	%
None or less than one	355	66.4	500	64.9	103	56.6	126	52.7
One	31	5.8	56	7.3	11	6.0	5	2.1
Two	17	3.2	19	2.5	2	1.1	5	2.1
Three	10	1.9	5	0.6	12	6.6	23	9.6
Four or more	2	0.4	4	0.5	10	5.5	11	4.6
No Answer	120	22.4	186	24.2	44	24.2	69	28.9
Total	535	100.1	770	100.0	182	100.0	239	100.0

Years Spent Part-Time. The distribution of winter and summer students, whether elementary or secondary teachers, in terms of the number of years they have spent in part-time study is strikingly similar. Since the number of students who have spent eight or more years is relatively small, it would appear that most students are able to complete the degree program in fewer than eight years. The mean numbers of years spent in part-time study are as follows: elementary teachers: winter session, 2.8; summer session, 2.9; secondary teachers: winter session, 2.8; summer session, 2.7.

TABLE 13 Distribution by Number of Years Spent in Part-Time Study

Years Spent Part-Time	Elementary and Junior High				High School and Other			
	Winter		Summer		Winter		Summer	
	No.	%	No.	%	No.	%	No.	%
None, or less than one	91	17.2	125	16.9	29	16.2	48	22.0
One	88	16.7	108	14.6	28	15.6	27	12.4
Two	104	19.7	140	18.9	45	25.1	43	19.7
Three	87	16.5	121	16.3	25	14.0	36	16.5
Four	64	12.1	94	12.7	19	10.6	25	11.5
5 - 7	68	12.9	116	15.7	25	14.0	25	11.5
8 - 9	18	3.4	22	3.0	4	2.2	8	3.7
10 or more	8	1.5	15	2.0	4	2.2	6	2.8
Sub-total	528	100.0	741	100.1	179	99.9	218	100.1
No Answer	7		29		3		21	
Total	535		770		182		239	

Years Yet to Spend. Respondents were asked how many years they expected to spend in future full-time and part-time study in order to complete the degree requirements. This question appears to provide the best indication of whether the student is studying for a degree or is taking the courses for other reasons. Those who are not working toward a degree constitute only 8 per cent of the elementary teachers in the winter session and 5 per cent of those in the summer session, but 24 per cent of the secondary teachers in the winter session and 34 per cent of those in the summer session.

Of those who intend to earn a degree, about 6 per cent expect to spend some time – usually one year – in full-time study in the future. The large number of persons who did not answer the question concerning future full-time study can probably be included with the "None" group. The mean numbers of expected years of future part-time study are 4.1 for the elementary teachers and 4.7 for secondary teachers in the winter session, 3.8 for those in the summer session. When the mean times spent and expected to be spent are combined, and augmented by the mean of .5 years in full-time study, the mean total time required to complete the degree requirements is 7.5 to 8.0 years.

TABLE 14 Distribution by Years Yet to Spend Before Graduation

No. of Years	Elementary and Junior High				High School and Other			
	Winter		Summer		Winter		Summer	
	No.	%	No.	%	No.	%	No.	%
Full-Time Study								
None, or less than one	153	30.9	201	27.5	50	36.0	41	25.9
One	14	2.8	40	5.5	4	2.9	6	3.8
Two	9	1.8	10	1.4	1	0.7	2	1.3
Three	6	1.2	3	0.4	1	0.7	0	0.0
Four or more	1	0.2	3	0.4	0	0.0	1	0.6
No Answer	312	63.0	473	64.8	83	59.7	108	68.4
Sub-total	495	99.9	730	100.0	139	100.0	158	100.0
Not completing degree	40	7.5	40	5.2	43	23.6	81	33.9
Total	535		770		182		239	
Part-Time Study								
None, or less than one	24	4.8	16	2.2	5	3.6	4	2.5
One	73	14.7	100	13.7	15	10.8	25	15.8
Two	57	11.5	96	13.2	14	10.1	19	12.0
Three	74	14.9	92	12.6	22	15.8	24	15.2
Four	54	10.9	96	13.2	17	12.2	20	12.7
5 - 7	111	22.4	177	24.2	33	23.7	30	19.0
8 - 9	29	5.8	44	6.0	10	7.2	7	4.4
10 or more	34	6.9	24	3.3	15	10.8	1	0.6
No Answer	40	8.1	85	11.6	8	5.8	28	17.7
Sub-total	496	100.0	730	100.0	139	100.0	158	100.0
Not completing degree	39	7.5	40	5.2	43	23.6	81	33.9
Total	535		770		182		239	

Educational Attainment

Just over 70 per cent of the combined groups of teachers have a high school degree or diploma. Thus it would seem that at least 30 per cent of these part-time students have been admitted under the "mature student" provisions offered by Ontario universities. More surprising is the fact that over 75 per cent of the elementary teachers claim to have completed five or more years of high school while just under 60 per cent of the secondary teachers had completed this level.

Another important observation is that only one-third of the secondary teachers in the winter session, and close to one-half in the summer session, have a university degree. This, together with the relatively low percentage who have completed high school, may be explained by a large representation of vocational teachers who are not required to have a degree as a teaching qualification, and by a number of teachers from "other schools and colleges". (See Table 20 for the composition of the secondary teachers group.)

It is also surprising to find that only 70 to 75 per cent of the elementary teachers have a teachers' college diploma. Those without this basic qualification are restricted to teaching in specified subjects and in schools for retarded children. A large percentage of the secondary teachers (48 per cent in the winter session and 63 per cent in the summer) have teachers' college diplomas, while two-thirds of these teachers in the winter session and four-fifths in the summer session have at least attended teachers' college. Some respondents may have interpreted "teachers' college" as the college of education attended following university, but this confusion seems too improbable to account for the large number of secondary teachers who indicate they have attended teachers' college. It is much more likely that these persons have begun their teaching careers at the elementary level and then moved to a high-school position.

Almost none of the elementary teachers have attended an institute of technology or nursing school. But over 10 per cent of the secondary teachers (probably those in the "other teachers" category) have a technology diploma and 2 per cent have a nursing diploma.

A large number of teachers have also attended some other educational or training program. The respondents were asked to specify these programs; these answers have not yet been examined and compiled. It is possible that some of the high-school teachers have included time at the colleges of education in this category, but this would not be the case for elementary teachers. This latter group are probably referring to courses offered by the Ontario Ministry of Education.

TABLE 15A

Percentage Distribution* by Educational Attainment
Elementary and Junior High School Teachers

Institution and Session	Years Successfully Completed						No Answer (%)	Diploma or Degree Received (%)
	0	1	2	3	4	5+		
High School (or equiv.)								
Winter	2	0	0	1	20	76	1	72
Summer	2	0	1	0	18	78	0	71
University								
Winter	53	21	19	4	2	0	1	1
Summer	49	22	21	6	1	0	1	0
Teachers' College								
Winter	3	81	14	3	-	-	0	70
Summer	3	83	12	2	-	-	0	74
Institute of Technology								
Winter	99	0	1	0	-	-	0	1
Summer	98	1	1	0	-	-	0	1
Nursing School								
Winter	100	0	0	0	-	-	0	0
Summer	99	1	0	0	-	-	0	0
Other								
Winter	84	7	3	4	1	2	0	18
Summer	87	5	3	1	2	1	0	24

* Totals may not add to 100% due to rounding.

TABLE 15B

Percentage Distribution* by Educational Attainment
High School and Other Teachers

Institution and Session	Years Successfully Completed						No Answer (%)	Diploma or Degree Received (%)
	0	1	2	3	4	5+		
High School								
Winter	1	0	0	2	35	60	2	71
Summer	3	0	1	3	34	57	2	71
University								
Winter	39	16	12	20	8	4	1	33
Summer	29	9	11	29	15	6	0	47
Teachers College								
Winter	34	47	14	6	-	-	0	48
Summer	21	57	17	5	-	-	0	63
Institute of Technology								
Winter	85	3	5	7	-	-	0	12
Summer	89	3	3	6	-	-	0	9
Nursing School								
Winter	97	1	1	2	-	-	0	2
Summer	98	0	0	2	-	-	0	2
Other								
Winter	55	22	5	6	6	4	2	38
Summer	73	12	6	4	3	1	1	27

* Totals may not add to 100% due to rounding.

Employment and Income

Changes in Employment Status. The respondents were asked about their employment status prior to entering the degree program, at the present time, and as anticipated one year after completion of this program. Since this report deals only with persons in full-time employment, fewer implications can be drawn from Tables 16A and 16B than from the data for all respondents. However, a significant proportion (14 per cent) of elementary teachers have enrolled in their current degree programs directly from a full-time study program - possibly at a teachers' college. Twelve per cent of the secondary teachers in the summer session were in a full-time study program - possibly at a college of education - prior to their current degree program, which may be the fourth year of an honours B.A. program.

TABLE 16A

Percentage Distribution by Employment Status
Elementary and Junior High

TIME PERIOD	Engaged in a full-time study programme	Not in or seeking paid employment	Unemployed but seeking work	Self-employed part-time	Self-employed full-time	Employee of a firm or institution, full-time	Employee of a firm or institution part-time	No Answer or don't know (% of total)
Winter								
Immediately prior to degree program	14.1	1.1	0.2	0.2	0.6	81.4	2.3	12.3
At present	0.2	0.0	0.0	0.0	1.0	98.8	0.0	3.2
Expected, one year after completion of degree	1.2	4.4	0.0	0.0	0.7	93.5	0.2	19.8
Summer								
Immediately prior to degree program	13.5	1.3	0.3	0.1	0.7	82.4	1.6	13.1
At present	1.9	1.9	0.0	0.1	1.0	94.1	1.0	5.1
Expected, one year after completion of degree	0.8	1.9	0.3	0.0	0.6	96.1	0.3	17.8

TABLE 16B

Percentage Distribution by Employment Status
High School and Other

TIME PERIOD	Engaged in a full-time study programme	Not in or seeking paid employment	Unemployed but seeking work	Self-employed part-time	Self-employed full-time	Employee of a firm or institution full-time	Employee of a firm or institution part-time	No Answer or don't know (% of total)
Winter								
Immediately prior to degree program	4.4	3.2	0.0	0.0	1.3	88.6	2.5	13.2
At present	0.0	0.0	0.0	0.0	1.1	97.7	1.1	3.3
Expected, one year after completion of degree	0.7	1.4	0.0	0.0	0.7	95.0	2.1	23.1
Summer								
Immediately prior to degree program	11.8	1.0	0.0	0.0	0.0	85.7	1.5	15.1
At present	1.4	0.0	0.0	0.0	0.5	97.3	0.9	7.1
Expected, one year after completion of degree	1.6	2.1	0.0	0.0	0.5	95.8	0.0	20.5

Tables 17, 18, 19. The tables in this report have been numbered to coincide with the question numbers in the questionnaire for ease of reference. Since questions 17, 18, and 19 are concerned with persons who are not in full-time employment, these questions and hence these tables have been omitted. However, it is relevant to this report to note that over 36 per cent of those enrolled in part-time credit courses who are not currently in full-time employment had been employed previously as teachers; most of these had been elementary teachers.

Current Occupation. Table 20 has been included to show the composition of the two groups referred to simply as elementary teachers and secondary teachers.

TABLE 20 Distribution by Current Occupation

Occupation	Winter		Summer	
	No.	%	No.	%
Teacher - elementary	491	68	694	69
Teacher - junior high	44	6	76	7
Teacher - high school	149	21	211	21
Teacher - other school or college	33	5	28	3
Total teachers	717	100	1,009	100

Principal Employment Income. Examination of Table 21 will show that a few respondents reported very low incomes. A number of explanations can be offered for this. One plausible explanation is that students who have just completed a teachers' college or college of education program and who have recently secured teaching appointments would probably have had low incomes during 1970, the year for which income was to be reported.

The mean principal employment income for elementary teachers in the winter session was $7,730, and in the summer session, $7,556; the comparable figures for secondary teachers were $10,412 and $9,891.

TABLE 21 Distribution by Annual Principal Employment Income in 1970

Income	Elementary and Junior High				High School and Other			
	Winter		Summer		Winter		Summer	
	No.	%	No.	%	No.	%	No.	%
None	0	0.0	4	0.5	0	0.0	2	0.9
$ 1- 499	1	0.2	1	0.1	0	0.0	1	0.4
500- 999	0	0.0	2	0.3	0	0.0	1	0.4
1,000- 1,499	1	0.2	4	0.5	0	0.0	4	1.7
1,500- 1,999	1	0.2	2	0.3	0	0.0	0	0.0
2,000- 2,999	7	1.3	9	1.2	0	0.0	1	0.4
3,000- 3,999	2	0.4	5	0.7	1	0.6	3	1.3
4,000- 4,999	2	0.4	5	0.7	1	0.6	1	0.4
5,000- 5,999	90	16.9	141	18.5	0	0.0	5	2.1
6,000- 6,999	123	23.1	159	20.9	6	3.3	8	3.4
7,000- 7,999	105	19.7	147	19.3	15	8.3	18	7.7
8,000- 8,999	75	14.1	119	15.6	29	16.0	44	18.7
9,000- 9,999	45	8.4	55	7.2	41	22.7	37	15.7
10,000-10,999	45	8.4	64	8.4	25	13.8	35	14.9
11,000-11,999	17	3.2	24	3.1	26	14.4	32	13.6
12,000-14,999	16	3.0	19	2.5	30	16.6	33	14.0
15,000-19,999	3	0.6	2	0.3	7	3.9	9	3.8
20,000-24,999	0	0.0	0	0.0	0	0.0	1	0.4
25,000 or over	0	0.0	0	0.0	0	0.0	0	0.0
Sub-total	533	100.0	762	100.0	181	100.0	235	100.0
No Answer	2		8		1		4	
Total	535		770		182		239	

Supplementary Income. Since a large number of respondents did not answer the question on supplementary income, the percentage distribution presented in Table 22 should be adjusted to show about 85 per cent of the elementary teachers, and 80 per cent of the secondary teachers, as having no supplementary income – if no answer can be interpreted as zero supplementary income. However, the number of persons having some such income is of interest, as is the fact that a few reported extremely high levels of supplementary income.

TABLE 22 Distribution by Annual Supplementary Income in 1970 (* Since there were very few respondents who did not answer the question on annual principal employment income (Table 21), the large number of "No Answer" responses for supplementary income probably can be interpreted as "None".)

Supplementary Income	Elementary and Junior High				High School and Other			
	Winter		Summer		Winter		Summer	
	No.	%	No.	%	No.	%	No.	%
None	325	60.9	490	63.7	107	58.8	143	60.6
$ 1- 499	30	5.6	35	4.6	9	4.9	15	6.4
500- 999	17	3.2	22	2.9	12	6.6	8	3.4
1,000-1,499	14	2.6	13	1.7	5	2.7	12	5.1
1,500-1,999	7	1.3	10	1.3	2	1.1	4	1.7
2,000-2,999	3	0.6	6	0.8	4	2.2	3	1.3
3,000-3,999	3	0.6	2	0.3	0	0.0	2	0.8
4,000-4,999	1	0.2	1	0.1	2	1.1	2	0.8
5,000-5,999	2	0.4	3	0.4	1	0.5	0	0.0
6,000-6,999	1	0.2	4	0.5	1	0.5	1	0.4
7,000-7,999	0	0.0	1	0.1	0	0.0	0	0.0
8,000-8,999	1	0.2	1	0.1	0	0.0	0	0.0
9,000-9,999	0	0.0	0	0.0	1	0.5	0	0.0
10,000 or over	0	0.0	1	0.1	0	0.0	2	0.8
Sub-total	404		589		144		192	
No Answer*	130		181		38		47	
Total	534		770		182		239	

Spouse's Income. The question on spouse's income was asked both to provide information on the total family income and in an effort to reduce the possibility of persons reporting family income in the question of own employment income. The distribution by spouse's income for the different categories is presented here mainly to provide a full report of the responses, although the frequencies at the extreme ends of the scale are somewhat informative. A more useful presentation would require separate distributions for males and females. In the winter session, for example, the mean spouse's income reported by all male respondents was $3,110; for all female respondents it was $10,463.

TABLE 23 Distribution by Spouse's Total Employment Income in 1970

Spouse's Income	Elementary and Junior High				High School and Other			
	Winter		Summer		Winter		Summer	
	No.	%	No.	%	No.	%	No.	%
None	49	15.4	82	18.6	46	36.5	63	37.5
$ 1- 499	12	3.8	13	2.9	7	5.6	8	4.8
500- 999	4	1.3	12	2.7	4	3.2	6	3.6
1,000- 1,499	11	3.5	7	1.6	3	2.4	8	4.8
1,500- 1,999	7	2.2	10	2.3	3	2.4	3	1.8
2,000- 2,999	11	3.5	19	4.3	7	5.6	9	5.4
3,000- 3,999	10	3.1	16	3.6	3	2.4	5	3.0
4,000- 4,999	22	6.9	26	5.9	3	2.4	7	4.2
5,000- 5,999	25	7.9	43	9.8	7	5.6	7	4.2
6,000- 6,999	37	11.6	58	13.2	7	5.6	8	4.8
7,000- 7,999	43	13.5	50	11.3	7	5.6	11	6.5
8,000- 8,999	31	9.7	30	6.8	10	7.9	11	6.5
9,000- 9,999	18	5.7	23	5.2	4	3.2	7	4.2
10,000-10,999	14	4.4	20	4.5	5	4.0	4	2.4
11,000-11,999	0	0.0	7	1.6	2	1.6	2	1.2
12,000-14,999	14	4.4	14	3.2	4	3.2	4	2.4
15,000-19,999	7	2.2	9	2.0	2	1.6	3	1.8
20,000-24,999	1	0.3	1	0.2	1	0.8	1	0.6
25,000 or over	2	0.6	1	0.2	1	0.8	1	0.6
Sub-total	318	100.0	441	100.0	126	100.0	168	100.0
No Answer	19		30		13		13	
No Spouse	198		299		43		58	
Total	535		770		182		239	

Expected Income Effect of Degree. Of the elementary teachers who plan to complete the requirements for a degree, 93 per cent expect the degree will lead directly to an increase in their incomes. This is not surprising, of course, given that salary scales are related to a combination of experience and educational qualifications. Of the secondary teachers completing a degree, 73 per cent expected this to lead to a higher income. This percentage might be lower than for the elementary teachers because the salary increases for the "other teachers" category may not be so closely tied to educational qualifications. The teachers' uncertainty about the income effects of the degree is considerably less than that of the non-teachers

who were included in the total survey.

TABLE 24 Distribution by Expected Effect of Degree on Income

Expectation	Elementary and Junior High				High School and Other			
	Winter		Summer		Winter		Summer	
	No.	%	No.	%	No.	%	No.	%
Degree Will Increase Income	461	93.9	677	92.7	98	72.1	119	73.0
Degree Will Not Increase Income	14	3.9	42	5.8	30	22.1	30	18.4
Uncertain	11	2.2	11	1.5	8	5.9	14	8.6
Sub-total	491	100.0	730	100.0	136	100.1	163	100.0
No Answer	5		10		3		4	
Not Completing Degree	39		30		43		72	
Total	535		770		182		239	

Private Costs and Financing of Part-Time Study

Direct Expenditures. The percentage distributions by level of expenditure for the various items are quite similar for each teacher/session category, except for the greater room and board expenditures in the summer session. Since the response rate was high for the most common expenditures (tuition and books) the "No Answer" cases in the other items probably can be interpreted as zero expenditure.

A few persons report high expenditures for child care and babysitting, for room and board in the summer, and for transportation. But the tuition fee is the major expenditure for most students.

Note that the mean total expenditures shown in Tables 25A and 25B are for the mean course load, and not for a single course. The cost per course for each teacher/session category can be calculated by dividing the mean course load into the mean total expenditure. The result would be an expenditure of about $200 per course.

TABLE 25A Percentage Distribution and Mean Expenditures for Part-Time Study Elementary and Junior High

Expenditure	Tuition Fee	Other Fees	Books	Other Materials	Child Care[a]	Room, Board	Transportation	Other	Total
Winter									
None	0.2	47.3	1.7	38.4	45.4	54.4	7.3	33.5	
$ 1- 99	0.9	17.2	92.9	28.6	16.4	1.1	67.7	4.7	
100-199	68.0	0.2	1.9	0.0	4.8	0.9	10.8	0.7	
200-299	24.9	0.2	0.0	0.0	0.5	1.1	3.4	0.2	
300-399	3.4	0.0	0.0	0.0	1.0	0.2	0.2	0.0	
400-499	0.4	0.0	0.0	0.0	0.5	0.0	0.7	0.2	
500 or over	0.2	0.0	0.0	0.0	0.0	0.4	0.2	0.0	
No Answer	2.1	35.1	3.6	32.0	31.4	41.9	9.7	60.7	
Total (N=535)	100.1	100.0	100.1	100.0	100.0	100.0	100.0	100.0	
Mean 1[b]	$146	4	32	6	26	14	56	9	
Mean 2[c]	$146	3	31	4	7	8	52	4	$255
Summer									
None	0.0	42.2	2.1	38.8	42.5	47.5	4.7	34.7	
$ 1- 99	0.5	22.3	94.4	30.3	14.3	3.1	74.2	4.3	
100-199	50.0	0.1	0.8	0.0	6.4	6.6	10.5	0.5	
200-299	45.8	0.0	0.0	0.0	1.1	5.3	2.3	0.3	
300-399	2.2	0.0	0.0	0.0	0.0	0.3	0.3	0.0	
400-499	0.3	0.0	0.0	0.0	0.0	0.3	0.1	0.1	
500 or over	0.0	0.0	0.0	0.0	0.0	0.1	0.3	0.0	
No Answer	1.1	35.3	2.7	30.9	35.7	36.8	7.6	60.1	
Total (N=770)	99.9	99.9	100.0	100.0	100.0	100.0	100.0	100.0	
Mean 1[b]	$167	4	30	6	30	39	51	8	
Mean 2[c]	$167	3	29	4	7	25	48	3	$286

a/ The distribution for Child Care expenditures is based on only persons who have children.

b/ Mean 1 is the mean for persons answering the category, but the large number of "no answers" for some expenditure categories suggests these values overstate the true mean.

c/ Mean 2 is the mean based on the number of persons who answered the tuition category, on the assumption that No Answer in any of the others could be interpreted as zero, and presents a more accurate estimate of the mean expenditures.

TABLE 25B Percentage Distribution and Mean Expenditures for Part-Time Study High School and Other

Expenditure	Tuition Fee	Other Fees	Books	Other Materials	Child Care[a/]	Room, Board	Transportation	Other	Total
Winter									
None	0.5	37.9	2.7	34.6	45.8	49.5	6.0	33.0	
$ 1- 99	0.5	15.4	90.7	28.6	6.8	2.2	62.1	6.0	
100-199	72.5	0.0	0.5	0.5	2.5	1.6	13.2	0.0	
200-299	21.4	0.0	0.0	0.0	0.0	0.5	4.4	0.0	
300-399	1.1	0.0	0.0	0.0	0.0	0.0	2.2	0.0	
400-499	0.5	0.0	0.0	0.0	0.0	0.0	0.5	0.0	
500 or over	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.0	
No Answer	3.3	46.7	6.0	36.3	44.9	46.2	11.0	61.0	
Total (N=182)	99.8	100.0	99.9	100.0	100.0	100.0	99.9	100.0	
Mean 1[b/]	$140	8	30	7	10	7	68	5	
Mean 2[c/]	$140	4	30	4	4	4	63	2	$251
Summer									
None	0.4	39.3	2.5	32.2	41.1	43.9	3.3	29.3	
$ 1- 99	0.4	26.4	91.6	37.2	11.6	3.8	64.9	6.7	
100-199	57.7	0.4	1.7	0.0	4.1	6.7	14.2	0.8	
200-299	36.0	0.0	0.0	0.0	2.1	5.0	4.6	0.0	
300-399	2.9	0.0	0.0	0.0	0.0	3.3	1.7	0.0	
400-499	0.4	0.0	0.0	0.0	0.0	0.0	0.4	0.0	
500 or over	0.0	0.0	0.0	0.0	1.4	0.4	0.8	0.4	
No Answer	2.1	33.9	4.2	30.5	39.7	36.8	10.0	62.8	
Total (N=239)	99.9	100.0	100.0	99.9	100.0	99.9	99.9	100.0	
Mean 1[b/]	$159	6	31	7	40	57	70	14	
Mean 2[c/]	$159	4	30	4	15	36	65	5	$318

a/ The distribution for Child Care expenditures is based on only persons who have children.

b/ Mean 1 is the mean for persons answering the category, but the large number of "no answers" for some expenditure categories suggests these values overstate the true mean.

c/ Mean 2 is the mean based on the number of persons who answered the tuition category, on the assumption that No Answer in any of the others could be interpreted as zero, and presents a more accurate estimate of the mean expenditures.

Financing From Own Current Income. About 90 per cent of the teachers in the winter session and 85 per cent of those in the summer session are able to finance their education expenditures directly from current employment income.

TABLE 26 Distribution by Financing From Own Income

	Elementary and Junior High				High School and Other			
	Winter		Summer		Winter		Summer	
	No.	%	No.	%	No.	%	No.	%
All education costs met from personal current employment income?								
Yes	477	90.5	662	86.8	162	90.0	199	83.6
No	50	9.5	101	13.2	18	10.0	39	16.4
Sub-total	527	100.0	763	100.0	180	100.0	238	100.0
No Answer	8		7		2		1	
Total	535		770		182		239	

Other Sources of Finance. Table 27 shows how the teachers finance their education expenditures which are not met from current income. Again, the "No Answer" cases should probably be interpreted as zero contributions. In this case, among the married elementary teachers, one-third of the winter session students and one-quarter of the summer session students receive some financial assistance from spouses. The comparable proportions for secondary teachers are 6 and 18 per cent. In a few cases, these are large amounts, probably attributable to individuals who are assisting their spouses to undertake a heavy course load, and perhaps with high baby-sitting costs.

Very few students receive gifts from family and friends. Savings were the most common alternative source for both groups of teachers: about 40 per cent of the elementary teachers and 45 per cent of the secondary teachers who did not meet all costs from current income drew on

previous savings. This represents about 5 per cent of the total teacher group.

Employers' contributions are another important source, but are more significant in the summer session than in the winter and more significant for the secondary teachers than for the elementary teachers. The combined effect for these groups is that about 4 per cent of all teachers in part-time degree study receive some financial assistance from employers. Table 29 describes the form of this assistance.

Loans and grants are negligible for teachers in part-time study. About 1 per cent of all such teachers have any assistance of this kind. Table 25 shows the mean expenditure for elementary students as somewhat higher in the summer session than in the winter ($286 compared with $255); the amount financed from sources other than current income is about the same ($27 and $35) in each session. The pattern for secondary teachers in the winter session is similar to that of the elementary teachers in that session, but the secondary teachers' summer session mean expenditure is somewhat higher ($318), with $97 of this being met from other sources. A large part of this latter amount, however, is attributable to a few individuals who have large loans.

TABLE 27A Percentage Distribution and Mean Receipts from Financial Sources Other than Current Income

Elementary and Junior High

Source	Spouse's Income[a/]	Gifts of Family or Friends	Prior Savings	Employer's Contributions[a/]	Loans	Grants	Other	Total
Winter								
None	47.5	61.4	31.6	58.9	59.6	68.4	49.1	
$ 1- 99	12.5	1.8	1.8	3.6	0.0	0.0	0.0	
100-199	10.0	5.3	22.8	7.1	5.3	0.0	0.0	
200-299	5.0	0.0	7.0	3.6	3.5	0.0	1.8	
300-399	5.0	0.0	8.8	0.0	0.0	0.0	0.0	
400-499	0.0	1.8	1.8	0.0	1.8	0.0	0.0	
500 or over	0.0	0.0	1.8	0.0	3.5	0.0	0.0	
No Answer	20.0	29.8	24.6	26.8	26.3	31.6	49.1	
Total[b/]	100.0	100.1	100.2	100.0	100.0	100.0	100.0	
Mean 1[c/]	$57	18	170	30	61	0	6	
Mean 2[d/]	$ 4	1	15	2	5	0	0	$27
Summer								
None	58.1	75.7	43.0	43.0	53.7	70.4	58.3	
$ 1- 99	4.1	1.9	4.7	1.9	0.9	0.0	0.0	
100-199	12.2	0.0	12.1	15.0	3.7	0.0	0.4	
200-299	5.4	0.0	12.1	13.1	9.3	0.0	0.9	
300-399	2.7	0.0	6.5	3.7	3.7	0.0	0.9	
400-499	0.0	0.0	0.9	0.9	1.9	0.0	0.0	
500 or over	2.7	0.0	1.9	0.0	1.9	0.0	0.9	
No Answer	14.9	22.4	18.7	22.4	25.0	29.6	38.0	
Total[b/]	100.1	100.0	99.9	100.0	100.1	100.0	99.9	
Mean 1[c/]	$67	1	101	82	73	0	22	
Mean 2[d/]	$ 6	0	11	9	7	0	2	$35

a/ The distribution for contributions from spouse's income is based only on persons who are married with spouse present; the distribution for employer's contribution is based only on persons who are employed full-time.

b/ Persons answering Yes in question 26 (Table 26) are excluded.

c/ See Table 25A, note b.

d/ See Table 25A, note c.

TABLE 27B Percentage Distribution and Mean Receipts from Financial Sources Other than Current Income

High School and Other

Source	Spouse's Income[a/]	Gifts of Family or Friends	Prior Savings	Employer's Contributions[a/]	Loans	Grants	Other	Total
Winter								
None	70.6	63.2	21.1	38.9	63.2	63.2	57.9	
$ 1- 99	0.0	0.0	0.0	5.6	0.0	0.0	0.0	
100-199	5.9	0.0	26.3	11.1	0.0	5.3	0.0	
200-299	0.0	10.5	15.8	11.1	5.3	0.0	5.3	
300-399	0.0	0.0	5.3	0.0	0.0	0.0	0.0	
400-499	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
500 or over	0.0	0.0	5.3	0.0	0.0	0.0	0.0	
No Answer	23.5	26.3	26.3	33.3	31.6	31.6	36.8	
Total [b/]	100.0	100.0	100.1	100.0	100.1	100.1	100.0	
Mean 1[c/]	$ 8	29	158	69	15	8	17	
Mean 2[d/]	$ 1	2	13	4	1	0	1	$22
Summer								
None	63.0	62.5	25.0	30.0	55.0	60.0	45.0	
$ 1- 99	3.7	0.0	2.5	2.5	0.0	0.0	0.0	
100-199	3.7	0.0	7.5	10.0	0.0	0.0	0.0	
200-299	0.0	2.5	12.5	10.0	0.0	7.5	2.5	
300-399	3.7	0.0	7.5	22.5	2.5	0.0	0.0	
400-499	3.7	0.0	5.0	2.5	0.0	0.0	2.5	
500 or over	3.7	0.0	7.5	0.0	5.0	0.0	0.0	
No Answer	18.5	35.0	32.5	22.5	37.5	32.5	50.0	
Total [b/]	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
Mean 1[c/]	$74	11	227	153	372	24	30	
Mean 2[d/]	$ 7	1	25	20	40	2	2	$97

a/ The distribution for contributions from spouse's income is based only on persons who are married with spouse present; the distribution for employer's contribution is based only on persons who are employed full-time.

b/ Persons answering Yes in question 26 (Table 26) are excluded.

c/ See Table 25A, note b.

d/ See Table 25A, note c.

Forgone Employment. Forgone employment income was expected to be the most significant private cost of part-time study. To encourage a respondent to consider this question carefully, a preliminary question was asked concerning the type of employment that would definitely have been obtained in place of part-time study. About two-thirds of the teachers answering this question stated that they would not have been employed anyway. (Probably a large part of the "no answer" group should also be included in this category. Even if this is done, the result remains approximately the same.) Not surprisingly, the major employment forgone is teaching or overtime work at one's regular job - which presumably is also teaching. Other alternatives become more important in the summer than in the winter, but not to a significant extent.

TABLE 28A Distribution by Employment Opportunities Forgone (* Respondents were asked to indicate only the most important single category but some persons gave two or three replies. Their responses were excluded from the distribution.

Employment Forgone	Elementary and Junior High				High School and Other			
	Winter		Summer		Winter		Summer	
	No.	%	No.	%	No.	%	No.	%
One Response*								
Teaching	49	11.2	53	7.5	32	20.0	48	22.3
Clerical	3	0.7	17	2.4	0	0.0	4	1.9
Sales	7	1.6	26	3.7	1	0.6	4	1.9
Construction	7	1.6	31	4.4	1	0.6	6	2.8
Own Business	12	2.7	10	1.4	6	3.7	6	2.8
Overtime at regular job	32	7.3	11	1.6	8	5.0	5	2.3
Other	30	6.8	73	10.4	8	5.0	17	7.9
Would not have worked	248	68.0	481	68.5	104	65.0	125	58.1
Sub-total	438	99.9	702	99.9	160	99.9	215	100.0
Two responses	4		4		1		4	
Three responses	0		0		1		0	
No Answers	93		64		20		20	
Total	535		770		182		239	

Forgone Employment Income. Of those who indicated that they were forgoing employment, some said this did not mean a sacrifice of income – perhaps because they would not have been remunerated for the overtime mentioned in the preceding section. About 40 per cent of those actually forgoing income in the winter, and just over 50 per cent of those in the summer, reported that they are losing less than $1,000, but about 35 per cent of the elementary teachers and over 40 per cent of the secondary teachers who would have been employed otherwise are forgoing income exceeding $1,000 in each session.

The mean income forgone by all teachers in each of the teacher/session categories is as follows: elementary teachers: winter session, $213; summer session, $257; secondary teachers: winter session, $441; summer session, $418. These figures are based on the assumption that all of the "No Answer" cases can be interpreted as zero income. Thus these mean figures provide a low or conservative estimate of the forgone income.

When amounts for forgone income are divided by the mean course loads and combined with the data for direct expenditures, the estimated mean total costs per course can be calculated as follows: elementary teachers: winter session, $348; summer session, $348; secondary teachers: winter session, $550; summer session, $481.

TABLE 28B Distribution by Employment Income Forgone

Income Forgone	Elementary and Junior High				High School and Other			
	Winter		Summer		Winter		Summer	
	No.	%	No.	%	No.	%	No.	%
None	42	29.2	20	9.0	11	18.6	5	5.6
$ 1- 499	38	26.4	44	19.8	10	16.9	8	8.9
500- 999	19	13.2	78	35.1	14	23.7	35	38.9
1,000-1,499	25	17.4	53	23.9	11	18.6	25	27.8
1,500-1,999	8	5.6	15	6.8	4	6.8	6	6.7
2,000-2,999	7	4.9	8	3.6	2	3.4	10	11.1
3,000-3,999	1	0.7	3	1.4	3	5.1	0	0.0
4,000-4,999	1	0.7	1	0.5	1	1.7	1	1.1
5,000-5,999	1	0.7	0	0.0	1	1.7	0	0.0
6,000-6,999	1	0.7	0	0.0	0	0.0	0	0.0
7,000-7,999	1	0.7	0	0.0	1	1.7	0	0.0
8,000 or over	0	0.0	0	0.0	1	1.7	0	0.0
Sub-total	144	100.2	222	100.1	59	99.9	90	100.1
Would not have worked	300		478		104		126	
No Answer	91		70		19		23	
Total	535		770		182		239	

Forgone Leisure Activity. In order to isolate employment forgone from other forgone activities, respondents were also asked about the latter. As might have been expected, family and social activities in the winter session, and vacations in the summer session, are the major sacrifices of the part-time students.

TABLE 28C Distribution by Forgone Leisure Activity (* Some respondents gave more than the single response request. The number of such cases is itemized separately)

Activity Forgone	Elementary and Junior High				High School and Other			
	Winter		Summer		Winter		Summer	
	No.	%	No.	%	No.	%	No.	%
One Response*								
Music Practice	12	2.5	9	1.3	2	1.2	3	1.4
Hobbies, Crafts	43	8.9	31	4.4	19	11.5	6	2.9
Sports	54	11.2	36	5.1	20	12.1	17	8.1
Vacation	61	12.7	318	44.7	24	14.5	98	46.7
Housekeeping or repairs	40	8.3	73	10.3	12	7.3	21	10.0
Family and social act.'s	211	43.8	219	30.8	66	40.0	57	27.1
Television, reading	53	11.0	19	2.7	18	10.9	6	2.9
Other	8	1.7	6	0.8	4	2.4	2	1.0
Sub-total	482	100.1	711	100.1	165	99.9	210	100.1
Two responses	12		12		4		7	
Three responses	3		11		1		4	
Four or more responses	12		18		3		4	
No Answer	26		18		9		14	
Total	535		770		182		239	

Employer's Contribution. According to Tables 27A and 27B, only about 4 per cent of all teachers receive some form of financial assistance from their employers for their part-time studies. However, Table 29 indicates that the proportion is somewhat higher. If the "No Answer" cases can be taken as "No", the percentages shown in Table 29 as having employers' assistance would be reduced but very slightly. The overall percentage of teachers in part-time study receiving this assistance is 7.7 per cent.

TABLE 29 Distribution by Employer's Contribution to Study

Employer Contribution	Elementary and Junior High				High School and Other			
	Winter		Summer		Winter		Summer	
	No.	%	No.	%	No.	%	No.	%
Yes	32	6.1	66	8.7	9	5.0	26	11.3
No	492	93.9	691	91.3	170	95.0	205	88.7
Sub-total	524	100.0	757	100.0	179	100.0	231	100.0
No Answer	11		13		3		8	
Total	535		770		182		239	

Form of Employer's Contribution. For the small percentage of teachers who do receive some assistance from their employers, the most common forms are full payment and part-payment of tuition fees. Tables 27A and 27B show the mean amounts for such payments for those who do receive them (see Mean 1, employer's contribution).

TABLE 30 Distribution by Form of Employer's Contribution (* Some respondents provided more than the single answer requested. Their responses are excluded.)

Form of Contribution	Elementary and Junior High				High School and Other			
	Winter		Summer		Winter		Summer	
	No.	%	No.	%	No.	%	No.	%
One response*								
Full payment of tuition	9	33.3	22	37.3	4	57.1	6	28.6
Part payment of tuition	10	37.0	24	40.7	3	42.9	7	33.3
Time off, regular salary paid	0	0.0	0	0.0	0	0.0	0	0.0
Time off, without pay	0	0.0	0	0.0	0	0.0	2	9.5
Lump sum payment (other than tuition)	0	0.0	7	11.9	0	0.0	3	14.3
Other financial arrangements	8	29.6	6	10.2	0	0.0	3	14.3
Sub-total	27	99.9	59	100.1	7	100.0	21	100.0
Two or more responses	3		4		1		5	
No Answer	2		3		1		0	
Total with employer contributions	32		66		9		26	

Other Questions

Reasons for Continuing Education. The most frequent reason given by the teachers for undertaking part-time credit courses was the anticipated increase in annual income. The satisfaction of studying and learning was in second place in all cases except for the secondary teachers in the summer session, who ranked the increase in job satisfaction in second place. When the percentages for the three job-related answers – income, job satisfaction, job mobility – are combined, the proportion of responses relating to these three is almost the same, 75 per cent, for each of the teacher/session categories.

TABLE 31 Distribution by Reasons for Continuing Education

Reason	Elementary and Junior High				High School and Other			
	Winter		Summer		Winter		Summer	
	No.	%	No.	%	No.	%	No.	%
One Response								
Satisfaction of study and learning	123	24.3	154	20.8	46	26.4	37	17.4
Anticipated increase in annual income	277	54.6	449	60.5	62	35.6	95	44.6
Meet new and interesting people	8	1.6	8	1.1	1	0.6	1	0.5
Increase job satisfaction	36	7.1	56	7.5	25	14.4	42	19.7
Make greater contribution to the community	11	2.2	23	3.1	5	2.9	8	3.8
Change jobs or prepare for a new job	52	.10.3	52	7.0	35	20.1	30	14.1
Sub-total	507	100.1	742	100.0	174	100.0	213	100.0
Two or more responses	18		18		3		6	
No Answer	10		10		5		20	
Total	535		770		182		239	

Opinions on Financing Part-Time Study. The most favoured means for public assistance to part-time students in each teacher/session category is the use of income tax credits. (Although the term in the question was tax credits, the respondents probably did not distinguish between tax credits and expense exemptions.) These answers were augmented by suggestions (see pages 45-56) that all education expenses should be tax exempt.

The second choice on an overall basis was the abolition of/or sharp reduction in tuition fees. However, there was a significant difference between

the two groups of teachers in the relative importance of these two options: 36 per cent of the elementary teachers selected the tax alternative, with 27 per cent opting for reduced tuition fees; 46 per cent of the secondary teachers chose the tax alternative, with only 13 per cent choosing reduced tuition fees.

The second choice of the secondary teachers taken separately was to include part-time students under the provisions of the Ontario Student Awards Program (OSAP). This was selected by 15 per cent of the secondary teachers, compared with the 13 per cent who opted for the lower tuition fees.

TABLE 32 Distribution by Opinions on Financing Part-Time Study

Financing Alternatives	Elementary and Junior High				High School and Other			
	Winter		Summer		Winter		Summer	
	No.	%	No.	%	No.	%	No.	%
More Scholarships and bursaries from industry	35	6.5	41	5.3	24	13.2	23	9.6
Larger income tax credits	200	37.4	269	34.9	75	41.2	115	48.1
Include part-time students in OSAP	99	18.5	135	17.5	37	20.3	27	11.3
Include part-time in Canada Manpower retraining schemes	18	3.4	35	4.5	9	4.9	16	6.7
Abolish or sharply reduce tuition fees	141	26.4	218	28.3	25	13.7	28	11.7
Improve availability of bank loans for education costs	23	4.3	33	4.3	7	3.8	9	3.8
No Answer	19	3.6	39	5.1	5	2.7	21	8.8
Total	535	100.1	770	99.9	182	99.8	239	100.0

III. RESPONDENTS' COMMENTS

The students had the final word. Respondents were invited to offer comments on space provided on the last page of the questionnaire. Unfortunately, this space was beside the question concerned with alternative arrangements for financing part-time study and many respondents consequently limited their remarks to this question. Nevertheless, this formed the basis for comments on several other issues. The comments were numerous, spirited, and generally thoughtful.

The main issues raised in the comments were: the costs and financing of part-time study; the importance of costs other than tuition fees – books, travel, parking, child-care; the differential treatment of part-time and full-time students with respect to financial assistance, course offerings and content, and university facilities; the long distances some commute to attend classes; the exhausting combination of work and study; the apparent inequity in a spouse not being able to claim tax exemption for tuition fees paid on behalf of a spouse who had no income; the suggestion (or insistence) that all educational costs be tax exempt; the argument that Boards of Education should pay part or all of the tuition fees since the Boards are pressuring the teachers to obtain degrees; and a desire to have courses more closely related to the teacher's special field.

In order to present these views more accurately, a number of quotations have been taken directly from the questionnaires and are identified by the age, sex, marital status, and teacher category of the respondent.

a. Costs and Financing of Part-Time Study

Many respondents presented cogent cases for alleviating the financial burdens incurred in undertaking part-time studies; almost as many argued that anyone studying part time probably had a full-time job and should be able to meet educational expenses easily. Although no statistical tabulation of the opposing views would be sensible, these sets of comments make it quite clear that no easy assumption can be made about the financial means of part-time students and thus that financial assistance programs for these students must be designed to cover a wide variety of circumstances. Some of these are evident in the following comments:

> My husband and I both take courses (four a year each) and the tuition money kills our savings. We could move to a house but each year $800 is paid in tuition. Many of our friends are unable to afford the tuition fees because they

have families. When people in my age bracket went through school you were fairly well educated if you had grade 13. Now the university degree has the same value as a grade 13 diploma had 10 or 15 years ago. Open the doors of learning to all so that all may have a chance to improve themselves intellectually, emotionally, and financially if they have the desire to do so.

- married female elementary teacher, age 30

A full time job plus additional evening courses plus, in my case, a wife who is a full time student makes it very difficult to get by on one pay cheque. A student loan would be ideal. A grant added to a loan would take the pinch off.

- married male elementary teacher, age 25

To put oneself through university and at the same time pay for a house and take care of your family is a hard task!

- married male high school teacher, age 29

Being a mother of a young child and also a part-time student, I find my main problem is with babysitting services and costs. I would like to see babysitting services (for anyone) set up at the university. In this way, a mother is free to use the reference library for a couple of hours when she wishes. Also, I feel that university fees could be paid on a monthly basis rather than in a lump sum. I also feel that university fees could be considerably lower.

- married female elementary teacher, age 25

When I attended teacher's college five years ago I received a student loan which I have been unable to pay as yet, being the sole support of five children. At the time, I had to live on welfare and received no other financial assistance which I do not have to pay back. However, had I been extremely lacking in education I would have been sent for manpower retraining without having to repay a loan until this year. Paying for my university part-time studies has been a hardship to my family and me.

- female elementary teacher, age 33, "other" marital status

I am basically working on my degree by Winter extension courses. I would like also to take summer courses, but find that they are too expensive because I would have to forgo summer employment. I can make approximately $1,000 during the summer by working at construction. Add this amount to the cost of two courses, and it adds up to approximately $1,300. I just can't make ends meet if I don't work during the summer.

- married male elementary teacher, age 29

On the other hand, there were those who were able to meet their costs without hardship – and some thought others should be able to do the same:

Because I am only taking one subject a year I do not find the tuition too expensive.

- single female high school teacher, age 48

It would seem to me that most part-time university students have fairly good jobs and therefore really don't need financial aid.

- married male elementary teacher, age 27

Education is a privilege and all those who truly want it can make arrangements – sell door to door, take newspaper routes, etc. I have been working on my degree for ten years and the opportunity is available to others if they will get to work and stop crying for more government aid.

- married female elementary teacher, age 35

b. Financial Assistance from Boards of Education

A number of respondents argued that since Boards of Education were so insistent that teachers obtain degrees, the Boards should provide some financial assistance - and at least encouragement.

Ontario School Boards who by present wage scales force the classroom teacher to get university credits or degrees should either partially or fully compensate their staffs for tuition paid out for successful courses taken, as industry now does in many cases. Department of Education courses should be free to all who would enrol.

- married male elementary teacher, age 27

I think the Boards of Education could pay 75 per cent of part-time university students' fees since the study involved, if undertaken seriously, should produce a better informed employee. All industries pay at least 75 per cent of costs to executive personnel attending classes on their own time. Teachers do this, too.

- married female elementary teacher, age 36

A Board of Education which requires degrees and is always pushing for more qualifications for its teachers should put some money where its mouth is. That certainly would fill a big gap.

- married male junior high school teacher, age 23

I would like you to be aware that all Boards of Education do not try to accommodate teachers who are "up-grading". This same lack of co-operation is also evident in individual school administrations. Their feeling is that someone who is taking courses could not possibly be doing justice to his teaching. Do other teachers elsewhere experience this type of problem?

- married male high school teacher, age 30

c. Unequal Treatment of Part-time and Full-time Students

The view that there is unequal treatment of part-time and full-time students, in terms of financial assistance, was based on various comparisons: financial responsibilities, comparable course load, undeserving full-time students, or sheer effort deserving of reward.

If education is important enought that the government ensures full-time students university training, then why not assist part-time students who surely have an equal right to a degree - and often many other financial responsibilities?

- married male elementary teacher, age 31

For the past years I have taken two courses each summer and two each winter (four courses per year). A full-time student takes but five courses and is eligible for tremendous low-interest loans and grants -- Discriminatory policy against people with absolute need for steady income.

- married male elementary teacher, age 31

I would like to see more justice in making loans and grants to full-time students. Apparently many who at present are receiving them already have other sources of income, while there are students who have no means of income who can't obtain loans and grants. With more fair distribution of loans, etc., there might be a chance for part-time students to receive help, particularly in the form of loans. I feel that if one doesn't pay for his education, it will not be appreciated enough.

- single female elementary teacher, age 31

Why should the government give grants for teenagers to hobnob about the country while I've got to pay to sweat my skirt off at summer school after having worked all winter while they attend school full-time?

- married female elementary teacher, age 28

d. On Working One's Way Through College

The argument that students appreciate an education only if they have to earn the means to finance it occurred in the context of many different comments.

The individual should not need more incentives to further his education. There are many now. Don't hand everything to people. Make them work so they will appreciate what they earn. There are too many people at university today too lazy to work, and when they do they have little or no direction. Stiffen up on standards. Get smart and make university a privilege, not a cave for growing impudence, disrespect, etc.

- married male elementary teacher, age 27

To finance a part-time or full-time education one should be made to earn his way through work to pay the tuitions set as they are now. Nobody but nobody should be given such an education. It would be more meaningless than it is now to many who easily get grants and loans. They should have to work for their money and their education.

- single male elementary teacher, age 24

> We are handing many of our youth too much and it is not being appreciated. I have worked my way up myself,and even though I am a bit late in pursuing university degree work, I know what it is costing and will certainly appreciate it more when I am finished.
>
> - married male elementary teacher, age 35

e. The Problem of Distances

The registration lists from which the survey sample was drawn indicated that substantial numbers of students commute long distances each week to attend evening classes. Some of these highlighted the problem in their remarks.

> I am in only one course at the University of Ottawa. This is not especially a financial burden on me. The greatest burden is travelling 160 miles each week to take the course.
>
> - married male high school teacher, age 38

> I have to travel 80 miles each day to get to the nearest centre and all in all, it's a very expensive enterprise, especially when I don't have a job but must rely on my husband's income.
>
> - married female elementary teacher, age 23

> I must travel 80 miles to attend each of my courses. To complete my B.A. I expect to spend at least $5,000. I would like at least to deduct my travelling expenses.
>
> - married male elementary teacher, age 47

> I must travel to Sudbury twice a week, which is a trip of 200 miles for one hour of course work. I believe it would be much easier to do two hours or three hours at one time during the week. Apparently, it is the student who drives and not the administration.
>
> - married male high school teacher (age not given)

f. Tax Exemptions for Other Costs

Currently, tuition fees are the only tax-exempt educational costs. Books were frequently mentioned as an item which should also be tax

exempt. But other items such as child-care and room and board represent a much larger expenditure for a few students.

> A part-time student like myself should be able to deduct baby-sitting fees from income tax. The babysitting fee is my biggest expense; at $1.50 an hour for three hours a night, it sure adds up. My babysitter is a good responsible woman, not a young teenage girl.
>
> - female elementary teacher, age 32, "other" marital status

> All costs should be tax deductable, especially the high cost of text books. All persons earning less than $10,000 per year should receive more assistance.
>
> - married male high school teacher, age 34

> I believe anyone participating in part-time studies should be able to exempt total costs when making out income tax returns, instead of tuition only.
>
> - married female elementary teacher, age 49

> I think some of the accessories should be deductible – books and room and board, especially in summer sessions – as most married students have to carry two residences if they go any distance to their university.
>
> - married male elementary teacher, age 32

g. Tax Exemption for Spouse's Tuition Fees

In a number of cases, a husband pays the tuition fee on behalf of a wife who has no income and therefore enjoys no tax advantage in the exemption allowed for tuition fees. It was frequently argued that the husband should be granted this exemption in such cases.

> My wife does not work outside the home but continues her university studies on a part-time basis. She takes four courses a year which costs me from $500 to $600. However, I do not have the right to tax deduction even though there is one income for the family. If she worked and we earned two salaries, then she would be allowed to deduct this sum, i.e., $500/$600. I believe the situation is unjust. The more salary a family earns, the more it has a right to deductions, whereas a family with only one salary cannot obtain a

deduction.

- married male high school teacher, age 34

Why is it that I cannot deduct tuition for my wife, although I pay for it and am related to her in first degree?

- married male elementary teacher, age 25

A spouse's tuition fees should be allowed as a tax deduction, even though her husband paid for them. As it now stands, my wife, who earned no income last year, cannot claim tuition expenses and neither can I, on her behalf. I should be able to claim them!

- married male elementary teacher, age 32

h. Suggestions to Extension Divisions

Several suggestions were made concerning accessability to university offices and libraries and wider course offerings. A frequent complaint was the limited number of science courses available through extension programs.

I feel that there should be greater equality between full-time students and part-time students, particularly in the kinds and number of courses offered. The full-time student has many more science courses from which to choose. I feel that this is one of the major disadvantages of studying through extension.

- married male junior high school teacher, age 24

At present there is a dearth of science courses being offered in the off-campus programs. This may be because of a lack of interest among part-time students but certainly some courses could be offered making use of high school science facilities. This, I feel, would be a major improvement.

- married male elementary teacher, age 25

It is not always possible to attend during a full academic year and I find that the subjects being offered are limited to primarily social sciences and some humanities. I would like to see more biological and physical sciences offered if possible.

- married female "other school or college" teacher, age 35

My only real problem is the lack of consideration given to extension students at (University X). For example, the bookstore and administrative offices are not open in the evenings and advisors as to what courses to follow only make appointments during "working hours".

- married female elementary teacher, age 24

Would it be possible to have part-time students in fall sessions pay their tuition at the end of September rather than the beginning, as we don't receive a paycheck until the last Friday in September?

- married female elementary teacher, age 29

Bookstores which close at 4:30 or 5:00 also make difficulties for the night-time student, who may not be able to reach the campus until 6:30 or 7:00.

- married female high school teacher, age 25

I don't mind paying my way per course but I do think part-time students should be allowed full access to all university facilities.

- married male junior high school teacher, age 33

Getting into a Canadian university is most difficult for an immigrant.

- married male high school teacher, age 38

According to a friend who studies on a full time basis, extension courses are longer, more difficult and on the whole are of a lower calibre. He took both regular and extension courses. Why does this injustice exist?

- married male elementary teacher, no age given

It would also help if timetables were better organized to allow part-time students to participate during the day. With children in school I could easily have attended one or two classes during the day without additional financial burden of baby-sitters or child care, were it not for the very awkward hours of classes; for example, a course might have three hours a week - 1:30 Monday, 2:30

> Tuesday, and 3:30 Thursday — making it impossible for us to attend without arranging for baby-sitters, etc. (It was absolutely impossible to get two courses with the same hours or days.) Yet I know many people who would take a course or two during the day if it were made a little more convenient. (Or is the idea really to discourage part-time day students?)
>
> - married female "other school or college" teacher, age 27

> Care should be taken to pick professors with the proper frame of mind — feet on the ground.
>
> - single male elementary teacher, age 22

i. The Agony and Ecstacy

There were a number of long biographical accounts of difficulties teachers had encountered in continuing their part-time studies while occupational and personal circumstances changed. Others stated briefly and simply how exhausting and/or how stimulating the experience could be.

> The completion of a university degree by the part-time study method is a long and often frustrating task! Any assistance, financial or otherwise, would be appreciated by students of such a program.
>
> - single male high school teacher, age 25

> I find that taking part-time courses broadens my awareness both socially and mentally. Working everyday with young children (four year olds) I was finding myself continually lowering my language, etc. to their level. The stimulation of university courses has been a terrific method of balancing out the two areas.
>
> - single female "other school or college" teacher, age 23

> I hope to take four courses next year until I get my degree — two in winter and two in summer. It is very difficult to teach, look after children, attend night school, and look after a home. It requires great discipline and some sacrifice. I love it, and enjoy the classes. Only wish I could stop teaching for one year and attend regular day classes. However, we can't afford it as we are committed to buying a home.
>
> - married female high school teacher, age 49

> The greatest problem a part-time student who is employed full-time encounters is the difficulty in switching from work tensions and problems to the questions and problems of the course. Instead of the course being an enjoyment, it often becomes a rather unpleasant duty.
>
> - married female high school teacher, age 25

> This is the first time that I am taking a winter course at the same time as teaching. I am finding it exhausting. I am too torn between my teaching, my social life and the course.
>
> - single female elementary teacher, age 22

> As well as the satisfaction derived from learning, I feel my life has also been enriched by the professors themselves. My husband, who has audited many of the courses, shares this feeling with me. We appreciate the concern and the hard work of the professors, whose personalities have certainly added to the subject's interest. And how young most of them seem!
>
> - married female elementary teacher, age 65

Author's note: Extension instructors everywhere say "thank you".

A benevolent assessment came from one of the profession's elders:

> The part-time student is often more adult and more mature. He is generally motivated by desire to do a better job. Any investment in such students would be well repaid by better services. Many of these students are continuing their education at some sacrifice (family responsibilities, over-time work, giving up social and recreational engagements etc.) to make fuller contributions to the community.
>
> - single male high school teacher, age 60

Author's note: No doubt part-time students everywhere also say "thank you".

j. Interest in the Survey

Numerous respondents expressed great interest in the survey and a desire to obtain a copy of the results. Since the cover page of the questionnaire was removed when the completed form was received in order to

preserve anonymity, it is not possible to meet these requests. Hopefully, the interested respondents will learn of this publication and thus see the results.

There was also an almost pathetic expression of gratitude that at last the problems of part-time students were being given some attention. Although this feeling of isolation and neglect may not be completely justified, it is nevertheless a real problem for students, instructors, and university authorities.

> I found the survey quite interesting. Also, it made me realize just how much I am spending on my courses. I had never really figured it out before. I feel it's time someone took notice of part-time students' plight.
>
> - single female elementary teacher, age 21

> I have been enrolled as a full time student, winter session 70-71. I now am in the part-time summer program, as I was last summer. Therefore, since I last was employed, my educational expenses have been in excess of $3,500. Also, I am not particularly honoured to be part of your select sample group. Besides having two essays to prepare in four days, and an exam to study for, I am trying to prepare for a wedding which is also imminent. I hope the results of your project justify the imposition!
>
> - single female high school teacher, age 27

> I am very pleased to see such an interest taken in the part-time university students of Ontario.
>
> - married female elementary teacher, age 40

> I am glad to see that someone is finally taking an interest in the part-time student.
>
> - married male elementary teacher, age 24

And finally, the most important of all the comments:

> A very interesting survey. What will become of it, though?
>
> - married male junior high school teacher, age 27

APPENDIX: THE QUESTIONNAIRE

Institute for the Quantitative Analysis of Social and Economic Policy

University of Toronto

and

Survey Research Centre, Institute for Behavioural Research

York University

PART-TIME DEGREE STUDENTS SURVEY

You have been selected as one of a small sample of part-time degree students in Ontario to receive the attached questionnaire. The information provided by you will be part of a study of the economics and financing of part-time university education. This study, should provide a comprehensive report on part-time degree studies in Ontario for the use of universities and governments.

IMPORTANT: PLEASE READ

1. Please answer and return this questionnaire as soon as possible in the enclosed envelope. It will take only 20 to 30 minutes to complete.

2. Please answer every question by circling the appropriate response(s) or filling in the blank.

3. For the questions which do not seem to apply to you, circle the response "Does not apply".

4. Write "none", "nil" or "zero" where appropriate. Do not leave blanks or use dashes.

5. If one of your answers would seem to need an explanation feel free to add a brief note beside that answer.

Remember! Please answer every question and return the questionnaire as soon as possible. Please do not put it aside - it may be lost or forgotten.

Thank you for your interest and co-operation. Before you turn to page 1, please complete the form below. This page will be removed from the questionnaire as soon as it is received. All questionnaires will be anonymous.

David Stager,
Associate Professor,
Institute for Policy Analysis,
University of Toronto.

C. Michael Lanphier,
Director,
Survey Research Centre,
York University.

NAME: _____

MAILING ADDRESS: _____

_____

YORK UNIVERSITY - SURVEY RESEARCH CENTRE

Project #120

PART-TIME DEGREE STUDENTS IN ONTARIO QUESTIONNAIRE

CIRCLE THE APPROPRIATE RESPONSE - *For example:* Yes 1
No. . . . . (2)

---

1. Sex: Male 1
Female 2

2. Marital Status:
Single 1
Married (spouse present) . . 2
Other (separated, divorced, widowed, etc.). . . . 3

3. Number of children (if applicable):
None 1 2 3 4 or more

4. Your current age: _____

5. Number of years since settling in Canada:

1 or less	2 to 5	6 to 15	16 or more	born here

6. At which university are you currently enrolled as a part-time student?

Brock. 01	Toronto. 09
Carleton . . .02	Trent. 10
Guelph 03	Waterloo 11
Lakehead . . .04	Waterloo Luth. .12
Laurentian . .05	Western. 13
McMaster . . .06	Windsor. 14
Ottawa 07	York 15
Queen's. . . .08	

7. In what degree programme are you currently enrolled?
B.A. (General) 1
B.A. (Honours or specialist). . . 2
B.A. (Administration) 3
B.A.Sc. 4
B.Sc. (General) 5
B.Sc. (Honours or specialist) . . 6
B.Sc. (Nursing) 7
Other (Specify) _____ 8

8. Circle the number of the category which best applies to your situation <u>during this current session only</u>:
Summer evening student 1
Summer day-time student. 2
Summer day-time and evening student. . . . 3
Winter extension degree student. . 4
Full-time, regular degree student. 5
Special Student (not receiving a degree from university where currently enrolled) 6
Not working toward a university degree. 7
Other. 8

9. In how many courses are you enrolled for this session? (2 half-courses represent 1 course):

   1 2 3 4 5+

10. How many academic years, or their equivalent, of your current programme have you successfully completed?

    none 1 2 3 4

11. How many full courses have you completed in your current programme? (2 half-courses count as 1 full course) _____

CIRCLE TOTAL NUMBER OF YEARS YOU HAVE SPENT IN YOUR CURRENT PROGRAMME OF STUDY:

12. Number of years spent as a full-time student:

    -1 1 2 3 4+

13. Number of years spent as a part-time student:

    -1 1 2 3 4 5-7 8-9 10+

14. If you are currently working toward a degree, circle how many more years you expect or plan to spend in order to graduate?

    a. Number of years as a full-time student:

    -1 1 2 3 4

    b. Number of years as a part-time student:

    1 2 3 4 5-7 8-9 10+

    c. Not applicable. 0

15. *In each schooling category, please circle the total number of years successfully completed, and list any diplomas or degrees received:*

Institution or School	Number of academic years successfully completed	Degrees, diplomas or other certification (specify)
High School or Equivalent	1 2 3 4 5	
University	1 2 3 4 5 6 7	
Teachers College	1 2 3	
Institute of Technology	1 2 3	
Nursing School	1 2 3	
Other educational or training programme (specify) _____ _____ _____	1 2 3 4 5	

16. *Please check (✓) the category which best describes your employment or other major activity for <u>each</u> time period indicated. (Check one response per time period only).*

<u>NOTE:</u> "Full-time employment" for this question means 35 hours or more per week for at least 10 months of the year.

EMPLOYMENT OR MAJOR ACTIVITY

TIME PERIOD	1. Engaged in a full time study programme	2. Not in or seeking paid employment (Homemaker, Voluntary Work)	3. Unemployed but seeking work	4. Self-employed part-time	5. Self-employed full-time	6. Employee of a firm or institution full-time	7. Employee of a firm or institution, part-time
1. Immediately prior to starting current degree programme.							
2. At present (in addition to part-time studies)							
3. A year after completion of degree (as currently expected)							

17. Are you currently in full-time paid employment?

NOTE: 35 hours or more per week constitutes full-time employment.

Yes 1
If Yes, go to quest.20

No 2
If No, answer quest.18

18. Have you at any time in the past been in full-time paid employment?

Yes 1
If Yes, go to quest. 19 then to quest. 21

No 2
If No, go to quest. 21

19. What was your occupation when you were last employed on a full-time basis?

a. Enter the appropriate number from the list on the right. ☐

b. Number of years spent at last full-time job?

0 1 2 3-5 6-9 10+

c. Number of years since leaving last full-time job?

0 1 2 3-5 6-9 10+

Now go to question 21.

20. If currently employed full time indicate your current occupation from the list of occupations on the right: ☐

Outdoor or Service Worker (e.g. Miner, Laborer, Hairdresser, Postman) 01

Machine Operator or Craftsman (e.g. Bus Driver, Machinist, Plumber.) 02

Sales or Clerical Work (e.g. Insurance Agent, Secretary, Clerk.) 03

Owner or Manager (e.g. Small Business Owner, Bank Manager.) 04

Technician (e.g. Draftsman, Surveyor, Laboratory Technician) 05

Teacher - Elementary 06

Teacher - Junior High 07

Teacher - High School 08

Teacher - Other School or College 09

Nurse (R.N. or Therapist) 10

Media Performing or Creative Arts 11

Social Worker 12

Librarian 13

Commerce or Finance 14

Engineer, Architect 15

Sciences: Social, Medical, Natural. 16

Other Occupation (specify) _____ . . 17

Annual Income	
None	01
$ 1 - 499	02
500 - 999	03
1,000 - 1,499	04
1,500 - 1,999	05
2,000 - 2,999	06
3,000 - 3,999	07
4,000 - 4,999	08
5,000 - 5,999	09
6,000 - 6,999	10
7,000 - 7,999	11
8,000 - 8,999	12
9,000 - 9,999	13
10,000 - 10,999	14
11,000 - 11,999	15
12,000 - 14,999	16
15,000 - 19,999	17
20,000 - 24,999	18
25,000 and over	19

For questions 21 through 23, enter the number corresponding to the income category listed beside these questions:

21. Your own annual income from principal employment (full-time or part-time) in 1970: ☐

22. Your own annual income from supplementary employment in 1970: ☐

23. Your spouse's total employment income in 1970: ☐

If no spouse check (✓) here: ☐

24. Do you expect your annual income from principal employment will increase as a result of completing the degree programme in which you are currently enrolled?

Yes 1
No 2
Uncertain 3

If Yes, enter the number for the expected new level of income from the list: ☐

25. Indicate below the amount of your educational expenditures for the current academic session.

NOTE: If in any category the amount is zero, please write zero or nil. Round amounts to nearest $10.

ITEM	TOTAL AMOUNT FOR SESSION
Tuition Fee	$
Other University Fees	
Books	
Other Study Materials	
Baby-sitting and Child Care	
Room and Board (include only when time is spent away from home in order to be nearer university)	
Transportation (to and from university) and Parking (include mileage allowance for car operation)	
Other (specify) _____	
TOTAL	

26. Are all of your educational expenditures for the current academic session taken from your personal current employment income?

Yes . . . . . 1 *(If Yes, skip to question 28).*

No . . . . . 2 *(If No, please explain other sources in question 27).*

27. Indicate the amount of money you have obtained from each of the following sources for meeting your education expenditures for the current session.

NOTE: If in any category the amount is zero, please write zero or nil. Round amounts to nearest $10.

SOURCE	AMOUNT
1. Contributions from spouse's income	$
2. Contributions from parents, other relatives, or friends (gifts only, see loans below)	
3. Savings accumulated prior to current study programme	
4. Employer's monetary contribution	
5. Loans (bank, family, government, other)	
6. Grants from Government, private firms or other institutions (except employer)	
7. Other (specify): _____	
8. TOTAL	

28. There may be certain costs in terms of income and alternative opportunities foregone or given up, in being enrolled as a student. Indicate below how you think this applies to you this session.

(i) Employment opportunities you have definitely foregone or given up: *(most important one)*

Teaching 1
Clerical 2
Sales 3
Construction 4
Own business 5
Over-time at regular job . . . 6
Other (specify)_____ 7
Would not have worked anyway . 8

(ii) Total amount of employment income foregone or given up over the duration of the current academic session: Enter appropriate number from list on page 6. ☐

(iii) Foregone family responsibilities and leisure time activities: *(major one only)*

Music practice 1
Hobbies, crafts. 2
Sports 3
Vacation (travel, cottage) . . 4
Housekeeping or repairs. . . . 5
Family and Social activities . 6
Television, reading, etc. . . 7
Other (specify) _____ 8

29. Are your employers contributing to the cost of your study programme this session?

Yes 1
No 2

If Yes, go to question 30.

If No, go to question 31.

30. What form does this assistance take? *(Circle all relevant categories)*

Full payment of tuition 1
Partial payment of tuition. . . 2
Time off, with regular salary paid 3
Time off, but without pay . . . 4
A lump sum payment for the session (other than tuition). . 5
Other financial arrangments (specify)

_____ 6

31. Of the following list of possible reasons for continuing education, circle the most important one in influencing your decision to enroll in your current study programme:

Satisfaction of study and learning 1
Anticipated increase in annual income. . 2
Meet new and interesting people 3
Increase on-the-job satisfaction 4
To make a greater contribution to the community . 5
To change jobs or prepare for a new job . . 6

32. Below are a number of possible means of financing part-time university education. Please circle the one which you think would be the most appropriate to meet the financing requirements of part-time students:

More scholarships and bursaries be made available from industry and business 1

The use of family and personal incomes accompanied by larger tax credits 2

Include part-time students in the Ontario Student Awards Programme, which now provides loans and grants to full-time students only 3

Include part-time students in the Canada Manpower retraining schemes (Occupational Training for Adults Programme) 4

Abolish or sharply reduce tuition fees 5

Improve availability of bank loans to meet all educational costs. . . . 6

COMMENTS

Please check that you have answered each question applicable to you.

THANK YOU FOR YOUR CO-OPERATION IN THIS PROJECT